



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 6

Test Date: March 2009
Code: 10291206
SAU: Cape Elizabeth School Dept
School: Cape Elizabeth Middle School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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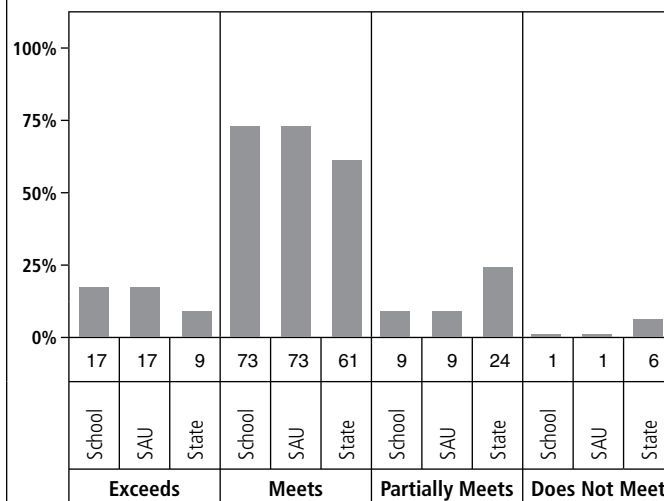
SUMMARY OF SCORES

Test Date: March 2009
 Grade: 6
 SAU: Cape Elizabeth School Dept
 School: Cape Elizabeth Middle School

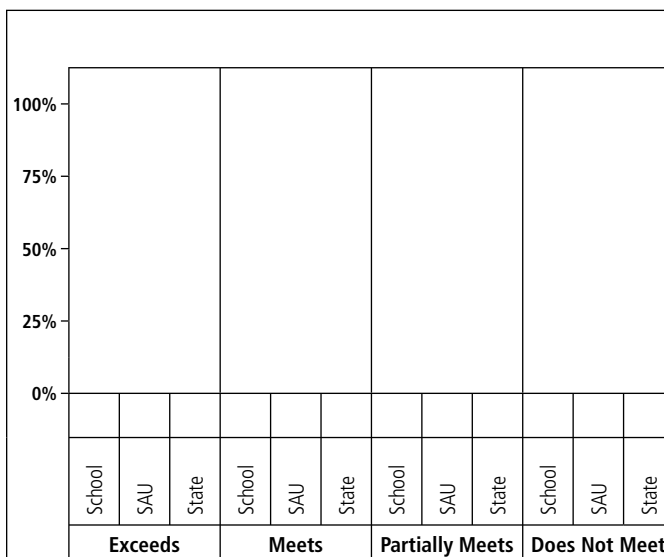
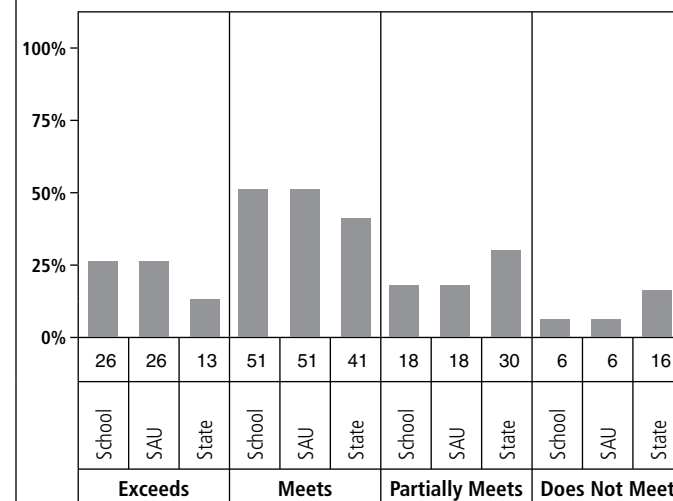
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	651	651	646
2007–2008	655	655	648
2008–2009	653	653	647
Cum. Avg.*	653	653	647
Mathematics			
2006–2007	651	651	643
2007–2008	651	651	642
2008–2009	651	651	643
Cum. Avg.*	651	651	643

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 6
SAU: Cape Elizabeth School Dept
School: Cape Elizabeth Middle School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	144	100	144	100	14251	100	144	100	144	100	14150	99	144	100	144	100	14156	100						
Ethnicity African American/Black	2	1	2	1	421	3	2	100	2	100	412	98	2	100	2	100	415	99						
American Indian or Native Alaskan	0	0	0	0	128	1	0	0	0	0	127	99	0	0	0	0	128	100						
Asian or Pacific Islander	4	3	4	3	212	1	4	100	4	100	210	99	4	100	4	100	212	100						
Hispanic	2	1	2	1	181	1	2	100	2	100	177	98	2	100	2	100	178	99						
Caucasian/White	136	94	136	94	13309	93	136	100	136	100	13224	100	136	100	136	100	13223	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	14	10	14	10	2468	17	14	100	14	100	2423	99	14	100	14	100	2426	99						
Current LEP	1	1	1	1	341	2	1	100	1	100	330	97	1	100	1	100	338	99						
Economically disadvantaged	12	8	12	8	5780	41	12	100	12	100	5724	99	12	100	12	100	5725	99						
Migrant	0	0	0	0	4	0	0	0	0	0	4	100	0	0	0	0	4	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	130	90	130	90	11369	80	129	90	129	90	11373	80						
Identified disability (PET/IEP)	3	2	3	2	355	3	3	2	3	2	371	3						
LEP	1	1	1	1	167	1	1	1	1	1	170	1						
504 plan	1	1	1	1	172	2	1	1	1	1	175	2						
Participation with accommodations	12	8	12	8	2594	18	13	9	13	9	2605	18						
Identified disability (PET/IEP)	9	75	9	75	1881	73	9	69	9	69	1877	72						
LEP	0	0	0	0	155	6	0	0	0	0	161	6						
504 plan	0	0	0	0	74	3	0	0	0	0	71	3						
Other	3	25	3	25	519	20	4	31	4	31	532	20						
Participation through alternate assessment (PAAP)	2	1	2	1	187	1	2	1	2	1	178	1						
Identified disability (PET/IEP)	2	100	2	100	187	100	2	100	2	100	178	100						
LEP	0	0	0	0	8	4	0	0	0	0	7	4						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	0	0												
Approved non-participation – special consideration	0	0	0	0	26	0	0	0	0	0	25	0						
Non-participation – other	0	0	0	0	75	1	0	0	0	0	70	0						

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 6
SAU: Cape Elizabeth School Dept
School: Cape Elizabeth Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 662–680)	2006-2007	22	16	22	16	1132	8
	2007-2008	33	25	33	25	1817	13
	2008-2009	24	17	24	17	1309	9
	Cum. Total*	79	19	79	19	4258	10
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 642–660)	2006-2007	86	62	86	62	8127	57
	2007-2008	85	63	85	63	8072	57
	2008-2009	104	73	104	73	8564	61
	Cum. Total*	275	66	275	66	24763	59
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 630–640)	2006-2007	22	16	22	16	3549	25
	2007-2008	15	11	15	11	3194	23
	2008-2009	13	9	13	9	3291	24
	Cum. Total*	50	12	50	12	10034	24
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 600–628)	2006-2007	8	6	8	6	1478	10
	2007-2008	1	1	1	1	981	7
	2008-2009	1	1	1	1	799	6
	Cum. Total*	10	2	10	2	3258	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	56	100	38.6	68.9	38.6	68.9	33.8	60.4
A1/A2 Interconnected Elements/Literary Text	20	36	13.4	67.0	13.4	67.0	11.9	59.5
A1/A3/4 Interconnected Elements/Informational Text/Persuasive Text	36	64	25.2	70.0	25.2	70.0	21.9	60.8

The MEA assesses students’ reading skills based on questions related to three types of reading passages: literary, informational, and persuasive. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.



ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 6
 SAU: Cape Elizabeth School Dept
 School: Cape Elizabeth Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	142	24	17	104	73	13	9	1	1	653	142	17	73	9	1	653	13963	9	61	24	6	647
Ethnicity																						
African American/Black	2										2						403	5	46	34	15	641
American Indian or Native Alaskan	0										0						125	4	49	38	10	642
Asian or Pacific Islander	4										4						206	18	56	20	6	649
Hispanic	2										2						174	5	55	33	7	644
Caucasian/White	134	24	18	100	75	10	7	0	0	654	134	18	75	7	0	654	13055	9	62	23	5	647
Not Reported	0										0						0					
Identified disability																						
Yes	12	0	0	6	50	5	42	1	8	641	12	0	50	42	8	641	2236	1	30	48	22	637
No	130	24	18	98	75	8	6	0	0	654	130	18	75	6	0	654	11727	11	67	19	3	649
Current LEP																						
Yes	1										1						322	2	39	37	21	638
No	141	24	17	103	73	13	9	1	1	653	141	17	73	9	1	653	13641	10	62	23	5	647
Economically disadvantaged																						
Yes	11	1	9	6	55	4	36	0	0	648	11	9	55	36	0	648	5617	4	54	33	9	643
No	131	23	18	98	75	9	7	1	1	653	131	18	75	7	1	653	8346	13	66	17	3	650
Migrant																						
Yes	0										0						4					
No	142	24	17	104	73	13	9	1	1	653	142	17	73	9	1	653	13959	9	61	24	6	647
Gender																						
Female	65	19	29	38	58	7	11	1	2	655	65	29	58	11	2	655	6743	13	63	20	4	649
Male	77	5	6	66	86	6	8	0	0	651	77	6	86	8	0	651	7220	6	60	27	7	645
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1408	4	41	43	12	641
No	142	24	17	104	73	13	9	1	1	653	142	17	73	9	1	653	12555	10	64	21	5	648
Gifted/talented program																						
Yes	0										0						636	39	59	2	0	659
No	142	24	17	104	73	13	9	1	1	653	142	17	73	9	1	653	13327	8	61	25	6	647

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
 Grade: 6
 SAU: Cape Elizabeth School Dept
 School: Cape Elizabeth Middle School

QUESTIONNAIRE ITEMS	School										SAU						State								
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score			
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%				
How much homework do you do on school nights?																									
A. none	2	0	0	2	67	0	0	1	33	639	2	0	67	0	33	639	6	5	47	32	16	642			
B. less than one hour	37	5	9	40	75	8	15	0	0	652	37	9	75	15	0	652	59	9	62	24	5	647			
C. one to two hours	57	17	21	59	73	5	6	0	0	654	57	21	73	6	0	654	32	11	64	21	4	648			
D. more than two hours	4	2	40	3	60	0	0	0	0	657	4	40	60	0	0	657	3	10	50	26	13	644			
Which of the following best describes how you rate yourself as a student in reading?																									
A. very good	39	15	27	40	71	1	2	0	0	656	39	27	71	2	0	656	31	17	66	14	3	651			
B. good	49	9	13	53	77	6	9	1	1	652	49	13	77	9	1	652	48	8	64	23	5	647			
C. fair	10	0	0	9	64	5	36	0	0	647	10	0	64	36	0	647	18	2	48	40	10	641			
D. poor	2	0	0	2	67	1	33	0	0	649	2	0	67	33	0	649	2	1	34	47	18	638			
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																									
A. The questions on the test match what I have learned in reading class.	35	11	22	35	70	3	6	1	2	654	35	22	70	6	2	654	38	13	65	18	3	650			
B. They match some of what I have learned.	49	9	13	57	83	3	4	0	0	654	49	13	83	4	0	654	49	8	63	24	5	647			
C. They match just a little of what I have learned.	15	4	19	11	52	6	29	0	0	649	15	19	52	29	0	649	10	5	48	36	11	642			
D. There is no match.	1	0	0	1	50	1	50	0	0	639	1	0	50	50	0	639	3	3	35	38	24	639			
How difficult was the reading part of this test?																									
A. more difficult than my regular schoolwork	14	2	10	16	80	1	5	1	5	651	14	10	80	5	5	651	16	7	52	30	11	644			
B. about the same as my regular schoolwork	65	16	17	66	71	11	12	0	0	653	65	17	71	12	0	653	66	10	64	22	4	648			
C. easier than my regular schoolwork	20	6	21	22	76	1	3	0	0	654	20	21	76	3	0	654	17	11	61	22	5	648			
How difficult were the reading passages on this test?																									
A. Most of the passages were more difficult than what I normally read.	7	0	0	6	60	3	30	1	10	644	7	0	60	30	10	644	10	2	39	42	17	639			
B. Most of the passages were about the same as what I normally read.	51	7	10	57	80	7	10	0	0	652	51	10	80	10	0	652	55	6	62	27	5	646			
C. Most of the passages were easier than what I normally read.	42	17	29	38	66	3	5	0	0	655	42	29	66	5	0	655	35	16	67	14	3	651			
How hard did you try on the reading part of this test?																									
A. I tried harder on this test than I do on my regular schoolwork.	34	11	23	34	71	2	4	1	2	654	34	23	71	4	2	654	48	10	60	24	6	647			
B. I tried about the same as I do on my regular schoolwork.	61	13	15	65	76	7	8	0	0	653	61	15	76	8	0	653	49	10	63	22	5	648			
C. I did not try as hard on this test as I do on my regular schoolwork.	5	0	0	4	57	3	43	0	0	642	5	0	57	43	0	642	3	3	53	29	15	642			
How much time do you spend reading at home each day?																									
A. more than one hour	30	12	29	29	69	1	2	0	0	657	30	29	69	2	0	657	23	15	65	16	4	650			
B. 20 minutes to an hour	46	11	17	50	76	5	8	0	0	653	46	17	76	8	0	653	49	10	64	22	4	648			
C. less than 20 minutes	17	1	4	18	75	4	17	1	4	648	17	4	75	17	4	648	11	6	58	29	7	645			
D. I rarely read at home.	7	0	0	7	70	3	30	0	0	646	7	0	70	30	0	646	17	2	51	36	11	642			
Optional school/SAU question																									
A.	0										0														
B.	0										0														
C.	0										0														
D.	100	0	0	2	100	0	0	0	0	656	100	0	100	0	0	656									

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 6
SAU: Cape Elizabeth School Dept
School: Cape Elizabeth Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 662–680)	2006-2007	39	28	39	28	2092	15
	2007-2008	36	27	36	27	1474	10
	2008-2009	37	26	37	26	1807	13
	Cum. Total*	112	27	112	27	5373	13
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 642–660)	2006-2007	58	42	58	42	5731	40
	2007-2008	61	46	61	46	6008	43
	2008-2009	72	51	72	51	5662	41
	Cum. Total*	191	46	191	46	17401	41
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 628–640)	2006-2007	26	19	26	19	4175	29
	2007-2008	28	21	28	21	4244	30
	2008-2009	25	18	25	18	4219	30
	Cum. Total*	79	19	79	19	12638	30
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 600–626)	2006-2007	15	11	15	11	2308	16
	2007-2008	9	7	9	7	2346	17
	2008-2009	8	6	8	6	2290	16
	Cum. Total*	32	8	32	8	6944	16

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	56	100	36.3	64.8	36.3	64.8	30.6	54.6
A. Number	18	32	13.1	72.8	13.1	72.8	10.3	57.2
B. Data	12	21	7.5	62.5	7.5	62.5	6.6	55.0
C. Geometry	14	25	7.9	56.4	7.9	56.4	7.3	52.1
D. Algebra	12	21	7.8	65.0	7.8	65.0	6.5	54.2

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.



MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 6
 SAU: Cape Elizabeth School Dept
 School: Cape Elizabeth Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	142	37	26	72	51	25	18	8	6	651	142	26	51	18	6	651	13978	13	41	30	16	643
Ethnicity																						
African American/Black	2										2						406	4	26	36	34	633
American Indian or Native Alaskan	0										0						126	4	29	40	28	635
Asian or Pacific Islander	4										4						208	18	47	23	12	647
Hispanic	2										2						175	5	31	41	23	638
Caucasian/White	134	36	27	69	51	23	17	6	4	652	134	27	51	17	4	652	13063	13	41	30	16	643
Not Reported	0										0						0					
Identified disability																						
Yes	12	1	8	2	17	4	33	5	42	630	12	8	17	33	42	630	2248	3	18	33	46	629
No	130	36	28	70	54	21	16	3	2	653	130	28	54	16	2	653	11730	15	45	30	11	646
Current LEP																						
Yes	1										1						331	3	22	35	40	631
No	141	37	26	72	51	24	17	8	6	651	141	26	51	17	6	651	13647	13	41	30	16	643
Economically disadvantaged																						
Yes	11	0	0	6	55	3	27	2	18	640	11	0	55	27	18	640	5620	6	33	37	25	637
No	131	37	28	66	50	22	17	6	5	652	131	28	50	17	5	652	8358	18	45	26	11	647
Migrant																						
Yes	0										0						4					
No	142	37	26	72	51	25	18	8	6	651	142	26	51	18	6	651	13974	13	41	30	16	643
Gender																						
Female	65	13	20	36	55	12	18	4	6	649	65	20	55	18	6	649	6738	12	40	32	16	642
Male	77	24	31	36	47	13	17	4	5	653	77	31	47	17	5	653	7240	14	41	29	16	644
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1410	3	24	41	32	634
No	142	37	26	72	51	25	18	8	6	651	142	26	51	18	6	651	12568	14	42	29	15	644
Gifted/talented program																						
Yes	0										0						637	65	32	3	0	665
No	142	37	26	72	51	25	18	8	6	651	142	26	51	18	6	651	13341	10	41	31	17	642

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
 Grade: 6
 SAU: Cape Elizabeth School Dept
 School: Cape Elizabeth Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	2 37 57 4	0 12 23 2	0 23 28 40	1 27 41 3	33 51 51 60	0 12 13 0	0 23 16 0	2 2 4 0	67 4 5 0	615 650 653 660	2 37 57 4	0 23 28 40	33 51 51 60	0 23 16 0	67 4 5 0	615 650 653 660	6 59 32 3	7 13 14 11	32 41 41 31	28 30 31 33	32 16 14 26	636 643 644 639
Which of the following best describes how you rate yourself as a student in mathematics? A. very good B. good C. fair D. poor	33 53 12 2	25 12 0 0	54 16 0 0	17 48 6 0	37 64 35 0	4 11 8 2	9 15 47 67	0 4 3 1	0 5 18 33	661 650 636 621	33 53 12 2	54 16 0 0	37 64 35 0	9 15 47 67	0 5 18 33	661 650 636 621	30 46 20 4	27 9 2 1	45 45 29 15	18 31 43 46	9 15 26 38	651 643 635 630
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics? A. The questions on the test match what I have learned in mathematics class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	13 65 21 1	7 23 6 1	39 25 20 100	7 53 12 0	39 58 40 0	2 14 8 0	11 15 27 0	2 2 4 0	11 653 13 0	652 653 645 678	13 65 21 1	39 25 20 100	39 58 40 0	11 15 27 0	11 2 13 0	652 653 645 678	35 50 13 3	18 11 8 5	42 43 31 16	27 31 36 27	13 15 26 51	646 643 638 628
How difficult was the mathematics part of this test? A. more difficult than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	39 48 13	8 14 15	15 21 79	30 39 3	55 57 16	13 11 1	24 16 5	4 4 0	7 6 0	646 650 668	39 48 13	15 21 79	55 57 16	24 16 5	7 6 0	646 650 668	32 56 12	7 13 31	40 42 36	34 30 20	20 15 13	640 644 650
How hard did you try on the mathematics part of this test? A. I tried harder on this test than I do on my regular schoolwork. B. I tried about the same as I do on my regular schoolwork. C. I did not try as hard on this test as I do on my regular schoolwork.	38 56 6	14 21 2	26 27 25	31 36 4	57 46 50	6 17 2	11 22 25	3 5 0	6 6 0	652 651 650	38 56 6	26 27 25	57 46 50	11 22 25	6 6 0	652 651 650	51 45 4	11 15 12	41 41 28	31 29 32	16 16 28	643 644 638
On average, how many minutes a day do you spend working on mathematics in class? A. less than 30 minutes B. 30–45 minutes C. 45–60 minutes D. more than 60 minutes	5 48 44 3	3 15 17 2	43 22 27 50	1 37 33 1	14 54 52 25	2 11 11 1	29 16 17 25	1 5 2 0	14 7 3 0	653 650 651 657	5 48 44 3	43 22 27 50	14 54 52 25	29 16 17 25	14 7 3 0	653 650 651 657	6 33 45 16	8 10 15 15	29 37 44 41	29 34 29 28	34 19 12 16	635 641 645 644
How often do you use calculators in mathematics class? A. almost every day B. two or three days a week C. two or three times each month D. never or almost never	11 43 28 18	7 14 11 5	44 23 28 20	6 31 19 15	38 51 49 60	2 12 7 4	13 20 18 16	1 4 2 1	6 7 5 4	657 649 652 651	11 43 28 18	44 23 28 20	38 51 49 60	13 20 18 16	6 7 5 4	657 649 652 651	9 26 31 34	14 15 13 11	35 40 43 40	29 30 30 31	22 16 14 18	641 644 644 642
How often do you use hands-on materials in mathematics class? A. almost every day B. two or three days a week C. two or three times each month D. never or almost never	19 36 30 15	3 12 14 8	11 24 33 36	16 31 17 8	59 61 40 36	7 5 9 4	26 10 21 18	1 3 2 2	4 6 5 9	646 652 653 651	19 36 30 15	11 24 33 36	59 61 40 36	26 10 21 18	4 6 5 9	646 652 653 651	17 28 31 23	8 13 15 14	35 42 43 39	33 30 30 30	24 15 13 17	639 643 645 643
Optional school/SAU question A. B. C. D.	0 0 0 100										0 0 0 100											
		0	0	2	100	0	0	0	0	649		0	100	0	0	649						

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